

Fischer and Bloomfield's text is timely, comprehensive, and highly accessible to practitioners, trainers, researchers, and educational decision-makers. It covers a wealth of issues associated with school teleconsultation—from building rapport to mitigating barriers—with the breadth and depth needed to gain expertise on a highly relevant topic. It is a must-have for all service providers in this new age of telecommunications.

—**Susan M. Sheridan, PhD**, Director, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln

Teleconsultation is the next frontier of school consultation and there is a clear need for a guide that expertly informs its practice. This volume by Drs. Fischer and Bloomfield is exactly that guide. By effectively combining theory and research, *Teleconsultation in Schools: A Guide to Collaborative Practice* provides a wealth of useful practice suggestions and is highly recommended.

—**William P. Erchul, PhD, ABPP**, Professor Emeritus of Psychology, North Carolina State University, Raleigh

Teleconsultation in Schools: A Guide to Collaborative Practice by Fischer and Bloomfield is a groundbreaking text. The authors provide compelling arguments for how technology can be used to increase mental health interventions in clinical and applied educational settings. The book features foundations of teleconsultation, guidelines for consultation within school settings, and ways to overcome barriers as well as directions for future work. All this content is based on experience in research and practice. This is a most compelling book for psychologists and other professionals interested in expanding interventions in their practice.

—**Thomas Kratochwill, PhD**, Professor of School Psychology, Wisconsin Center for Education Research, School of Education, University of Wisconsin–Madison

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Preface

Since the 1980s, technological innovations have transformed the way people work, socialize, and learn. Technology allows family, friends, coworkers, and clients to seamlessly communicate with each other—live (e.g., videoconferencing, phone calls) or at a time that is convenient for them (e.g., email, text messaging)—from almost anywhere in the world. This has been a tremendous leap forward from a few decades ago, when many of these activities were not even feasible. For many mental and behavioral health practitioners, technology that is ubiquitous with school practice and personal communication can fit in their pocket. Furthermore, applications available on these devices can streamline data collection, storage, analysis, and presentation to support student learning and progress monitoring. In the field of school psychology, these technological developments, paired with contemporary applications of school psychology practice, increase the efficiency, accessibility, and practicality of evidence-based supports.

Teleconsultation, broadly, is the use of these technologies to support behavioral and mental health services, professional development, and supervision, using synchronous and asynchronous means, to meet the specific needs of the clients. Students, educators, caregivers, and school systems can benefit from using teleconsultation in schools, through increased access to knowledge, skills, and support to best meet their learning goals. It is not necessarily one-size-fits-all; rather, individual and contextual factors impact the specific service model, goals, and outcomes.

Teleconsultation in Schools: A Guide to Collaborative Practice is intended to be a primary resource for educating graduate students and guiding school-based professionals. The book is intended to help school consultants use contemporary technology to support and improve professional learning and practice in school teleconsultation. It provides not only an overview of school teleconsultation's historical foundations and important professional and ethical considerations for its practitioners but also a step-by-step procedural guide to teleconsulting practice.

As the authors of this text, we have many people to whom we would like to show our gratitude. First, it was a pleasure working with Dr. Michelle Perfect and folks at the American Psychological Association, including Division 16 (School Psychology), who supported the book from its inception through its publication. We want to recognize the families, educators, and students who participated in early teleconsultation studies to help us understand how we could support individuals from schools across the United States—and, ultimately, internationally. Additionally, we want to thank our colleagues and collaborators who inspired us through their innovative research, amazing conversations about the work, and supportive contributions on teleconsultation projects. Finally, we would like to give our deepest gratitude to Lean Agravante, Marissa Gochnour, and Annie Chuang for their editorial and design support, including the supplemental resources and the images included in the case studies.

Dr. Fischer sincerely thanks all of the students and members of the University of Utah Technology in Training, Education, and Consultation Lab for their tireless effort to improve the lives of students and families across Utah. Most importantly, he thanks his partner, Nina, and his two children, Davi and Zevi, for providing a loving space to connect and grow together during the pandemic and while writing this book.

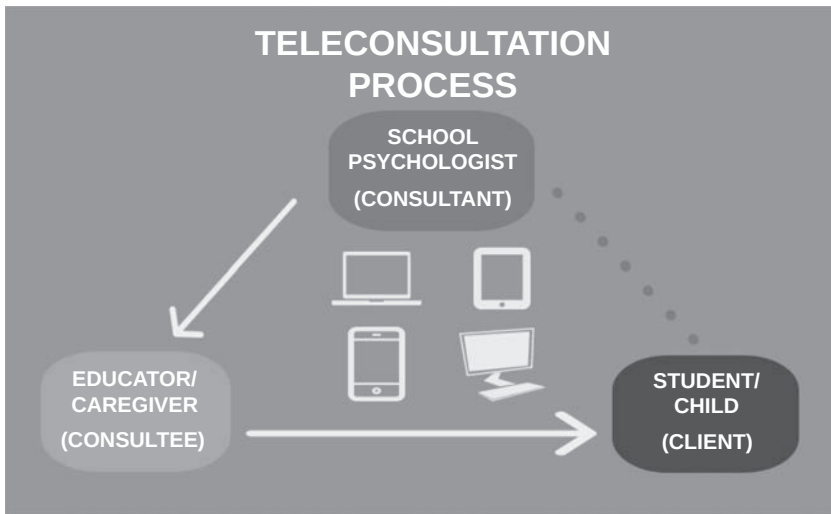
Dr. Bloomfield would like to thank his colleagues across the world who have influenced this work. He gives a thank you as well to all of his friends and family who supported him while he was writing this book throughout the pandemic; he could not have done this without their kindness, generosity, and encouragement.

This book was written using similar tools to those described in this text, and it would not have been possible without current advances in technology, including cloud-based computing and collaboration, videoconferencing, and various productivity and graphic design software. We wrote this text across five time zones, three countries, and through many email notifications. We were privileged to access these technologies and know firsthand the impact that they can have on youth, families, and educators alike. The juxtaposition of the COVID-19 pandemic on school teleconsultation created a newfound importance for this work on a global scale.

INTRODUCTION: FOUNDATIONS OF SCHOOL TELECONSULTATION

School teleconsultation refers to a broad array of indirect services that use telecommunications technologies to increase accessibility, efficiency, and equity in consultation service provision. In these indirect services, a consultant collaborates with a consultee or group of consultees (e.g., educators, caregivers, community service providers) to support socially meaningful outcomes for clients or service recipients (e.g., students, school staff; see Figure PI.1). The teleconsultation process is a form of telehealth, in which telecommunications technologies are used to address a variety of medical and behavioral health concerns between the provider and the student. Numerous related professions often participate in the teleconsultation process to address referrals that can be systemic or highly individualized (see Figure PI.2). In the previous few decades, several major technological advancements have shifted the access to this technology, from features available only in major university and hospital research centers to hardware and software that most people can access in their pocket at any time. And this trend is continuing to expand access to services and supports across remote and underserved communities. Every year, new telecommunications technologies are developed, and costs decrease on available options; this is increasing access and affordability.

These services can include a variety of synchronous and asynchronous technologies, such as videoconferencing, text message, email, phone calls, or audio and video recordings. *Synchronous*, or real-time, technologies allow for live interactions between the consultant and the consultee. These can be

FIGURE PI.1. The School Teleconsultation Process

in the form of videoconferencing, phone calls, or text messages to communicate with one another. *Asynchronous* technologies, on the other hand, use a combination of store-and-forward platforms to communicate in a delayed fashion. This format may use written text, audio recordings, or video recordings to send communications between the consultant and consultee across platforms such as email, cloud-based storage platforms, text message, or voicemail. School teleconsultation may be exclusively practiced using virtual or online services, whereas in other cases, some consultants may incorporate a blended or hybrid service delivery model that uses a combination of in-person and online services to address the referral goals. There is no prescriptive set of required technology or types of service provision to qualify as school teleconsultation. Rather, there are many ways, which we review in this book, to practice school teleconsultation.

The purpose of this book is to provide the context and information to support your practice of school teleconsultation. Part I reviews historical, ethical, and contextual factors that influence how school teleconsultation developed into the practice that it is today. This is the key knowledge that

FIGURE P1.2. Levels of Support in School Teleconsultation



will inform your daily practice. The chapters in Part II function as a practical guide by offering step-by-step instructions, tips to strengthen your practice, and troubleshooting strategies to support the practice of anyone—from a novice to an expert—in school teleconsultation. In Part III, we conclude with a discussion of current barriers to school teleconsultation and where the service modality, teleconsultation, is heading in the future. Where appropriate, we have included discussions of increased equity and access to services through teleconsultation.

To supplement the book, we provide a number of companion materials, which can be found online (<https://www.u-tteclab.com/book--text-resources.html>). These include graphics that further illustrate the concepts that we describe in the subsequent chapters, as well as illustrated versions of the case studies that appear at the end of Chapters 3 through 7.

As you orient yourself to the content in the text, understanding key terms will be helpful, both conceptually and practically. Table PI.1 lists various key terms related to teleconsultation.

TABLE PI.1. Key Terms

Term	Definition
Telehealth	The process of delivering medical and behavioral health services using telecommunications technologies
Telecommunication technologies	Any platform that facilitates communication to one or more individuals—these include videoconferencing, phone, email, text messaging
School teleconsultation	A broad scope of indirect services using telecommunications technologies to increase accessibility, efficiency, and equity in service provision in educational contexts
Consultant	Individual who provides support, training, and expertise related to socially valid outcomes related to the student and/or educator
Consultee	Individual who receives support from a consultant and ultimately uses those skills to improve outcomes for their student (i.e., client)
Student	Client or individual who directly benefits from the interventions or procedures that the consultee uses to improve relevant outcomes
Synchronous	Real-time technologies that allow for live interactions between the consultant and consultee

TABLE PI.1. Key Terms (Continued)

Term	Definition
Asynchronous	All activities that occur through technologies in an engage-when-convenient fashion—this process can occur through videos, email, and files, which are accessible anytime
In-person	Service provision where the participants are in the same physical space
Online	Service provision in which the participants are in different physical spaces and use telecommunications technologies
Face-to-face	The process of engaging with an individual, in real time, where the faces of each person are oriented toward one another—this can be online, through videoconferencing, or in person
Videoconferencing	The process of communicating through real-time audio and video technology
Cloud-based storage	A system for storing, managing, and collaborating data and files through an internet server accessible to individuals with appropriate permissions
Telepresence robots	Hardware that individuals can use to increase engagement and accessibility within a videoconferencing experience by moving or looking around a space—these include mobile and stationary versions
Virtual reality	A fully digital, immersive, simulated environment that allows individuals to interact with avatars or objects approximative to in-person spaces
Augmented reality	A digitally enhanced and immersive environment that allows individuals to interact with avatars or objects approximative to in-person spaces